

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

School Results

School: Reeds Brook Middle School

District: RSU 22/MSAD 22

Code: 1216-1560



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	129			168			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	124	123	123	163	162	162	14,031	14,013	13,967	96	95	95	97	96	96	97	97	97
With an approved accommodation	22	21	21	35	34	33	2,072	2,057	1,975	18	17	17	21	21	20	15	15	14
Current LEP Students	1	1	1	1	1	1	380	386	378	1	1	1	1	1	1	3	3	3
With an approved accommodation	1	1	1	1	1	1	170	176	166	100	100	100	100	100	100	45	46	44
IEP Students	21	20	20	33	32	32	2,082	2,068	2,052	17	16	16	20	20	20	15	15	15
With an approved accommodation	16	15	15	27	26	26	1,634	1,624	1,559	76	75	75	82	81	81	78	79	76
Students not tested in NECAP	5	6	6	5	6	6	366	384	430	4	5	5	3	4	4	3	3	3
State Approved	5	6	6	5	6	6	251	258	265	100	100	100	100	100	100	69	67	62
Alternate Assessment	5	5	5	5	5	5	221	221	225	100	83	83	100	83	83	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	1	1	0	1	1	27	37	37	0	17	17	0	17	17	11	14	14
Other	0	0	0	0	0	0	115	126	165	0	0	0	0	0	0	31	33	38

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	129	5	0	124	51	41	57	46	14	11	2	2	855	163	42	45	11	2	856	14,031	21	56	17	6	848	
MATH	129	6	0	123	42	34	54	44	18	15	9	7	847	162	29	46	19	6	846	14,013	17	43	21	19	842	
WRITING	129	6	0	123	24	20	64	52	27	22	8	7	843	162	18	53	23	6	843	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

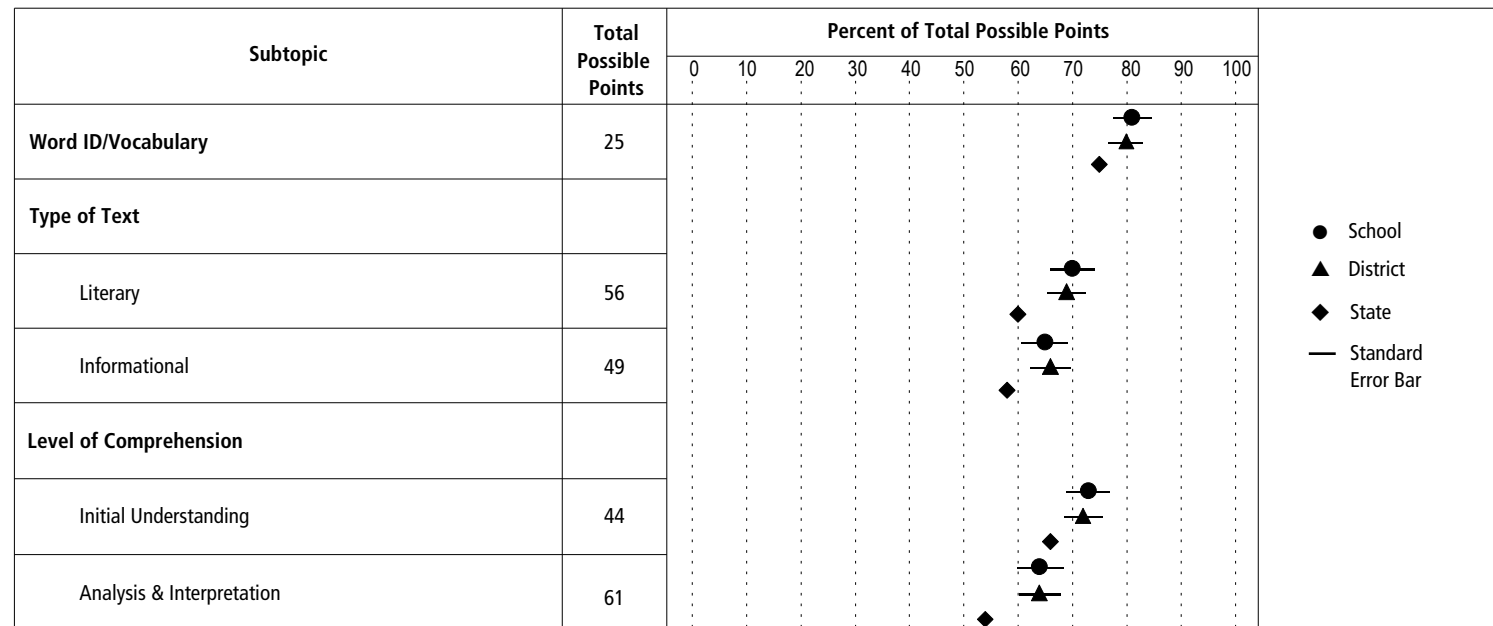
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	126	1	0	125	46	37	58	46	21	17	0	0	854
2010-11	114	2	1	111	37	33	62	56	12	11	0	0	854
2011-12	129	5	0	124	51	41	57	46	14	11	2	2	855
Cumulative Total	369	8	1	360	134	37	177	49	47	13	2	1	854
District													
2009-10	181	1	0	180	59	33	81	45	37	21	3	2	852
2010-11	165	2	1	162	59	36	76	47	26	16	1	1	853
2011-12	168	5	0	163	69	42	73	45	18	11	3	2	856
Cumulative Total	514	8	1	505	187	37	230	46	81	16	7	1	854
State													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	5	0	124	51	41	57	46	14	11	2	2	855	163	42	45	11	2	856	14,031	21	56	17	6	848
Gender																									
Male	69	2	0	67	21	31	33	49	11	16	2	3	852	86	33	48	16	3	852	7,091	15	57	20	8	846
Female	60	3	0	57	30	53	24	42	3	5	0	0	859	77	53	42	5	0	859	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										3						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	10	55	23	11	844
Asian	2	0	0	2										2						235	33	44	16	7	851
Black or African American	0	0	0	0										0						373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	118	5	0	113	44	39	55	49	13	12	1	1	855	150	41	47	11	1	855	12,968	21	57	17	6	849
Two or more races	7	0	0	7										8						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2	0	0	0	0										0						26	58	42	0	0	860
All Other Students	128	5	0	123	51	41	56	46	14	11	2	2	855	162	43	44	11	2	856	13,607	21	57	17	6	849
IEP																									
Students with an IEP	26	5	0	21	3	14	9	43	8	38	1	5	843	33	15	45	33	6	844	2,082	1	33	39	27	835
All Other Students	103	0	0	103	48	47	48	47	6	6	1	1	858	130	49	45	5	1	858	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	22	1	0	21	3	14	9	43	7	33	2	10	844	35	29	40	23	9	849	5,990	11	55	24	10	844
All Other Students	107	4	0	103	48	47	48	47	7	7	0	0	857	128	46	46	8	0	857	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	129	5	0	124	51	41	57	46	14	11	2	2	855	163	42	45	11	2	856	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	0	0	0	0										12	50	42	8	0	858	1,368	9	53	30	9	843
All Other Students	129	5	0	124	51	41	57	46	14	11	2	2	855	151	42	45	11	2	855	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	6	0	0	6										9						401	14	64	19	4	847
All Other Students	123	5	0	118	48	41	55	47	13	11	2	2	855	154	42	45	10	2	856	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

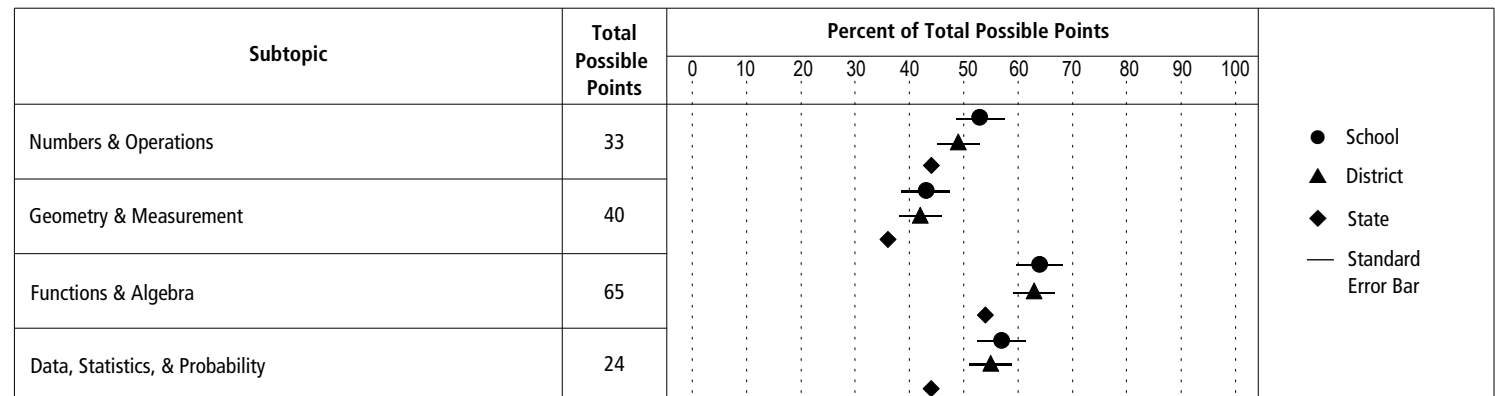
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	126	1	0	125	39	31	57	46	16	13	13	10	846
2010-11	114	2	1	111	35	32	47	42	21	19	8	7	847
2011-12	129	6	0	123	42	34	54	44	18	15	9	7	847
Cumulative Total	369	9	1	359	116	32	158	44	55	15	30	8	847
District													
2009-10	181	1	0	180	45	25	82	46	33	18	20	11	845
2010-11	165	3	1	161	40	25	73	45	31	19	17	11	845
2011-12	168	6	0	162	47	29	75	46	30	19	10	6	846
Cumulative Total	514	10	1	503	132	26	230	46	94	19	47	9	845
State													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	6	0	123	42	34	54	44	18	15	9	7	847	162	29	46	19	6	846	14,013	17	43	21	19	842
Gender																									
Male	69	3	0	66	22	33	28	42	10	15	6	9	847	85	28	46	18	8	846	7,084	17	41	22	20	842
Female	60	3	0	57	20	35	26	46	8	14	3	5	848	77	30	47	19	4	847	6,929	17	45	21	17	843
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									3							202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0							107	6	36	29	30	838
Asian	2	0	0	2									2							235	25	42	16	17	845
Black or African American	0	0	0	0									0							375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0									0							10	40	40	20	0	847
White	118	6	0	112	36	32	51	46	17	15	8	7	847	149	28	47	19	6	846	12,949	17	44	21	18	842
Two or more races	7	0	0	7									8							135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0									0							0					
LEP Status																									
Current LEP student	1	0	0	1									1							386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0									0							18	11	61	22	6	844
Former LEP student - monitoring year 2	0	0	0	0									0							26	38	50	12	0	849
All Other Students	128	6	0	122	41	34	54	44	18	15	9	7	847	161	29	47	19	6	846	13,583	17	44	21	18	842
IEP																									
Students with an IEP	26	6	0	20	1	5	6	30	6	30	7	35	838	32	3	31	41	25	838	2,068	2	15	23	61	831
All Other Students	103	0	0	103	41	40	48	47	12	12	2	2	849	130	35	50	13	2	848	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	22	2	0	20	1	5	9	45	6	30	4	20	840	34	6	53	26	15	842	5,979	8	37	27	29	838
All Other Students	107	4	0	103	41	40	45	44	12	12	5	5	848	128	35	45	16	4	848	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0									0							9					
All Other Students	129	6	0	123	42	34	54	44	18	15	9	7	847	162	29	46	19	6	846	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	0	0	0	0									12	8	83	8	0	845	1,365	5	29	34	33	837	
All Other Students	129	6	0	123	42	34	54	44	18	15	9	7	847	150	31	43	19	7	847	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	6	0	0	6									9							400	13	43	27	17	841
All Other Students	123	6	0	117	41	35	51	44	16	14	9	8	847	153	30	45	18	7	847	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

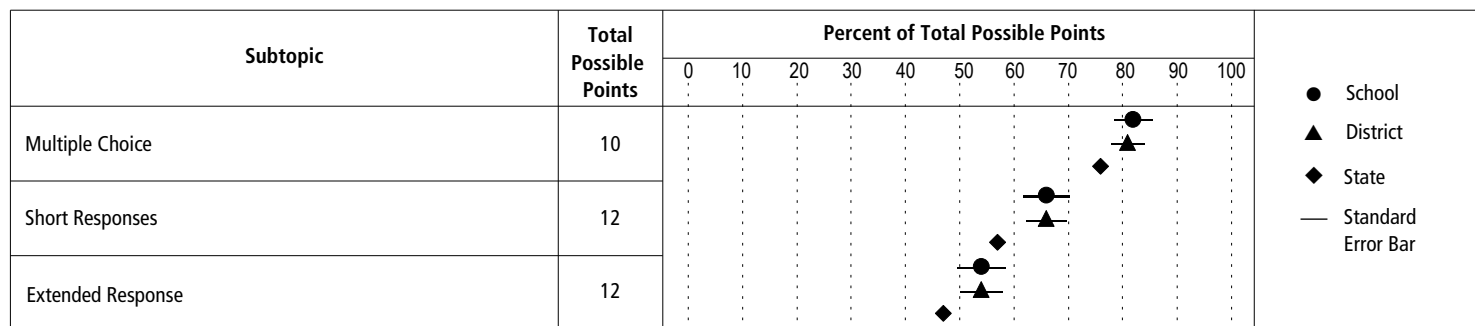
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	114	1	2	111	18	16	61	55	27	24	5	5	844
2011-12	129	6	0	123	24	20	64	52	27	22	8	7	843
Cumulative Total	243	7	2	234	42	18	125	53	54	23	13	6	843
District													
2009-10													
2010-11	165	1	2	162	27	17	84	52	42	26	9	6	844
2011-12	168	6	0	162	29	18	86	53	37	23	10	6	843
Cumulative Total	333	7	2	324	56	17	170	52	79	24	19	6	844
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

School: Reeds Brook Middle School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1560

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	6	0	123	24	20	64	52	27	22	8	7	843	162	18	53	23	6	843	13,967	7	44	37	12	839
Gender																									
Male	69	3	0	66	5	8	34	52	20	30	7	11	840	85	8	51	31	11	840	7,056	4	35	43	18	836
Female	60	3	0	57	19	33	30	53	7	12	1	2	847	77	29	56	14	1	847	6,911	10	53	31	7	841
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2									3						199	5	35	45	15	837	
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						107	3	28	50	20	835	
Asian	2	0	0	2									2						235	11	51	28	11	841	
Black or African American	0	0	0	0									0						368	2	29	43	26	833	
Native Hawaiian or Pacific Islander	0	0	0	0									0						10	10	60	30	0	843	
White	118	6	0	112	21	19	59	53	24	21	8	7	843	149	17	54	22	7	843	12,915	7	44	37	12	839
Two or more races	7	0	0	7									8						133	7	49	34	11	839	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	1	0	0	1									1						378	2	23	44	31	831	
Former LEP student - monitoring year 1	0	0	0	0									0						18	22	61	17	0	846	
Former LEP student - monitoring year 2	0	0	0	0									0						26	15	69	15	0	846	
All Other Students	128	6	0	122	24	20	64	52	26	21	8	7	844	161	18	53	22	6	843	13,545	7	44	37	12	839
IEP																									
Students with an IEP	26	6	0	20	1	5	2	10	12	60	5	25	831	32	3	13	63	22	832	2,052	<1	9	43	47	827
All Other Students	103	0	0	103	23	22	62	60	15	15	3	3	846	130	22	63	13	2	846	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	22	2	0	20	1	5	7	35	10	50	2	10	836	34	6	41	44	9	838	5,947	3	32	45	19	835
All Other Students	107	4	0	103	23	22	57	55	17	17	6	6	845	128	21	56	17	5	845	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0									0						9						
All Other Students	129	6	0	123	24	20	64	52	27	22	8	7	843	162	18	53	23	6	843	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	0	0	0	0									12	0	83	17	0	844	1,360	3	28	52	17	835	
All Other Students	129	6	0	123	24	20	64	52	27	22	8	7	843	150	19	51	23	7	843	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	6	0	0	6									9						399	3	35	48	14	836	
All Other Students	123	6	0	117	23	20	61	52	25	21	8	7	844	153	18	53	22	7	844	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.